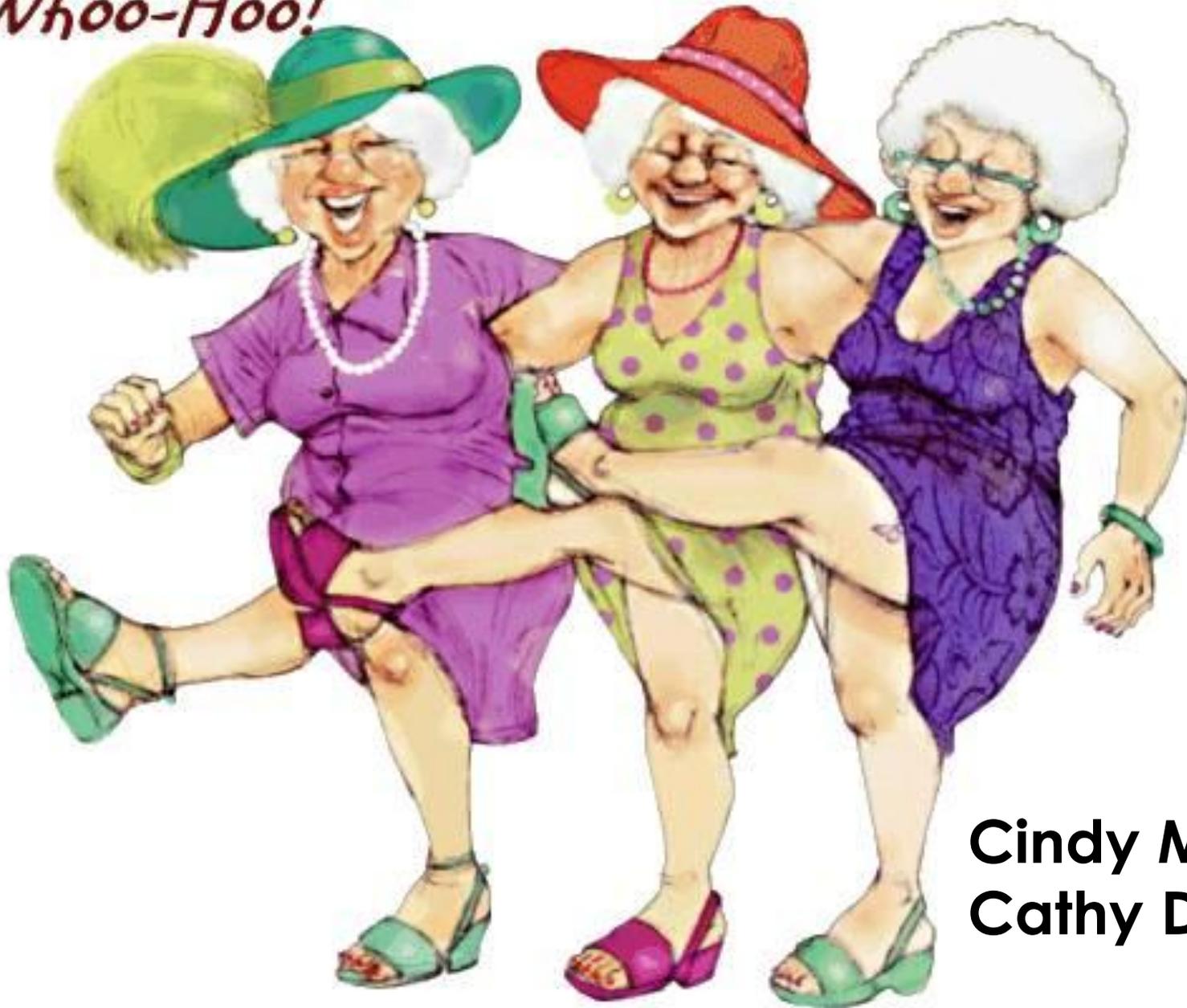


Scaffolding a Nursing Education sub- specialty into a DNP curriculum

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Whoo-Hoo!



**Cindy Morgan
Cathy Dearman**

The University of South Alabama College of Nursing



View From the Live Oak, Health Sciences Building
College of Nursing

Our DNP Programs

- **Adult-Gerontological Acute Care Nurse Practitioner**
- **Adult-Gerontological Primary Care Nurse Practitioner**
- **Advanced Emergency Nursing (Family NP/Adult-Gerontological Acute Care Dual Role)**
- **Family Nurse Practitioner**
- **Neonatal Nurse Practitioner**
- **Pediatric Acute Care Nurse Practitioner**
- **Psychiatric (Family) Nurse Practitioner**
- **Women's Health Nurse Practitioner**
- **Clinical Nurse Specialist – Adult Health**

Who is our audience?



Why a nurse educator option in a DNP program?

NLN

- As far back as the early 1900s, NLN has supported the importance of teaching within the scope of nursing practice. In 1950, the NLN identified specific course content to prepare nurses to assume the role as educators (National League of Nursing [NLN], 2006).
- Currently all state nurse practice acts include teaching as part of the responsibilities listed in the scope of practice.

AACN

- The AACN Position Statement on the Practice Doctorate in Nursing (AACN, 2004) stated the practice doctorate should prepare the practitioner to assume the following four roles: CNS, CRNA, CNM and NP. DNP programs were also recommended to offer additional courses and practicums that would prepare the graduates to fill the role of nurse educator (AACN, 2004).

Nursing Faculty Shortage

- The nursing shortage has been suggested to be as high as 50,000 by the year of 2025 with the shortage of qualified, well prepared faculty being one of the most obvious contributing factors.
- Over 67,000 nursing school applicants were turned away in 2010 due to inadequate numbers of faculty and clinical sites (AACN, 2010).



Why DNP prepared graduates make excellent educators





The Nurse Educator Curriculum

- **Four Semester Classes**
- **11 credit hours**
- **180 clinical hours**
- **Instructional Design and Technology for Nurse Educators**
- **Curriculum and Outcomes Evaluation in Nursing Education**
- **Nursing Education Role Synthesis**
- **Nursing Education Role Synthesis Practicum**

Just exactly what is scaffolding?

- Lange (2002) states that there are two major steps involved in instructional scaffolding:
- (1) “development of instructional plans to lead students from what they already know to a deeper understanding of new material,” and
- (2) “execution of plans, where the instructor provides support to the students as needed during every step of the learning process.”

Why Scaffolding in Nursing Education?

- **Acknowledged gap between theories taught in the classroom and the practice of clinicians**
- **Scaffolds facilitate a student's ability to build on prior knowledge and internalize new information.**
- **Encourage growth through design of activities which are just beyond the level of what the learner can do alone**
- **Scaffolds are temporary. As the learner's abilities increase the scaffolding provided by the faculty is progressively withdrawn**
- **Finally, the learner is able to complete the task or master the concepts independently**

Where did Scaffolding in Education Start?

- Jerome Bruner in late 1950s
- Vygotsky's (1978) concept included idea of novice being helped by expert
- Wood, Bruner and Ross (1976) identified the concept of an older more experienced person helping a younger learner
- A lot of research was based on the role of parent and child in learning

The Basic Idea

Foundational Knowledge

What the student can already do

Introduce a new task

New tasks should be just beyond what the student is currently capable of to encourage growth

New knowledge

With support/scaffolding the student can now perform the task independently

Removal of the support is called "fading"

Lev Vygotsky's Zone of Proximal Development

Where the learner is

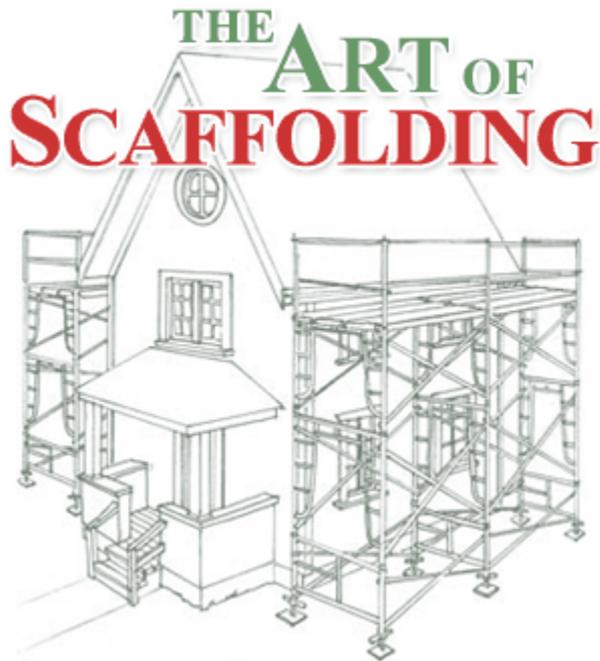
Zone of Proximal Development

Where the learner can be with scaffolding

Components of Assignments

- Intentionality: Assignments have a clear overall purpose
- Appropriateness: Instructional activities present problems that students usually could not successfully complete on their own prior to the activity
- Structure: Modeling and questioning activities assist students to find the material
- Collaboration: The responses to student work expands upon the students' efforts without rejecting what they have accomplished on their own. The idea is to support and encourage them to look further. The teacher's primary role is collaborative rather than evaluative.
- Internalization: External scaffolding is gradually withdrawn as the information is internalized by the learner.

Some examples



- Introduction
- Assignments in PowerPoint, pod casts, voiceover, social media
- Using wikis with individual groups
- Cartoons, puzzles, & games
- Journaling

Introduce yourself! (NU620)

- Obviously something students know about
- Build on it by requiring them to use a form of media they have never used before
- Can be used online or in class
- My blog:
- Some examples of student work
- Be there to “scaffold them” with guidance but don’t do it for them
- Support their efforts regardless of how elementary the results because they tried outside their comfort zone

Threaded Discussion (NU621)

- Topic: Student's Personal Philosophy of Nursing Education—what they know
- Online classes utilize threaded discussions frequently; add a twist
- Require them to present their response in the form of a pod cast
- Offer suggestions of available software such as Audacity or Garage Band
 - Both have free trials
 - Easy to use

Using a wiki for class debate (NU 622)

- The class is divided into two groups and given access to a discussion area
- One on cognitivism and one on constructivism
- The groups set up a wiki on their topic. Discuss their topics then present in a TD with the other group on the pros and cons of each theory

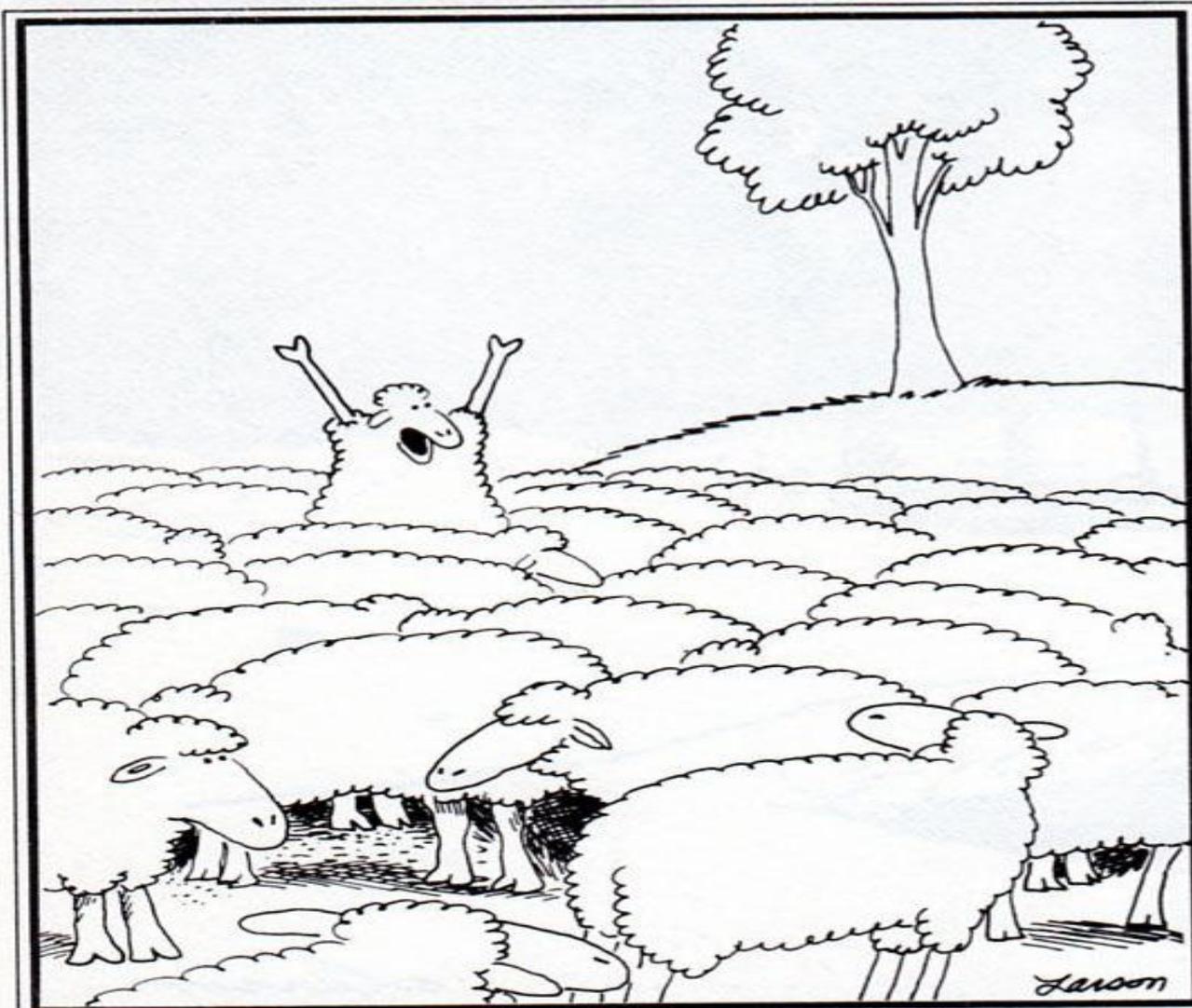
Reflective Journaling (NU623)

- Students are in the clinical area with preceptor
- Each has a TD site in the course to submit weekly journal entries to discuss the:
 - “What I accomplished this week”
 - “How it went”, and
 - “How I feel about it”
- Also a way to keep up with clinical hours

Challenges using Scaffolding

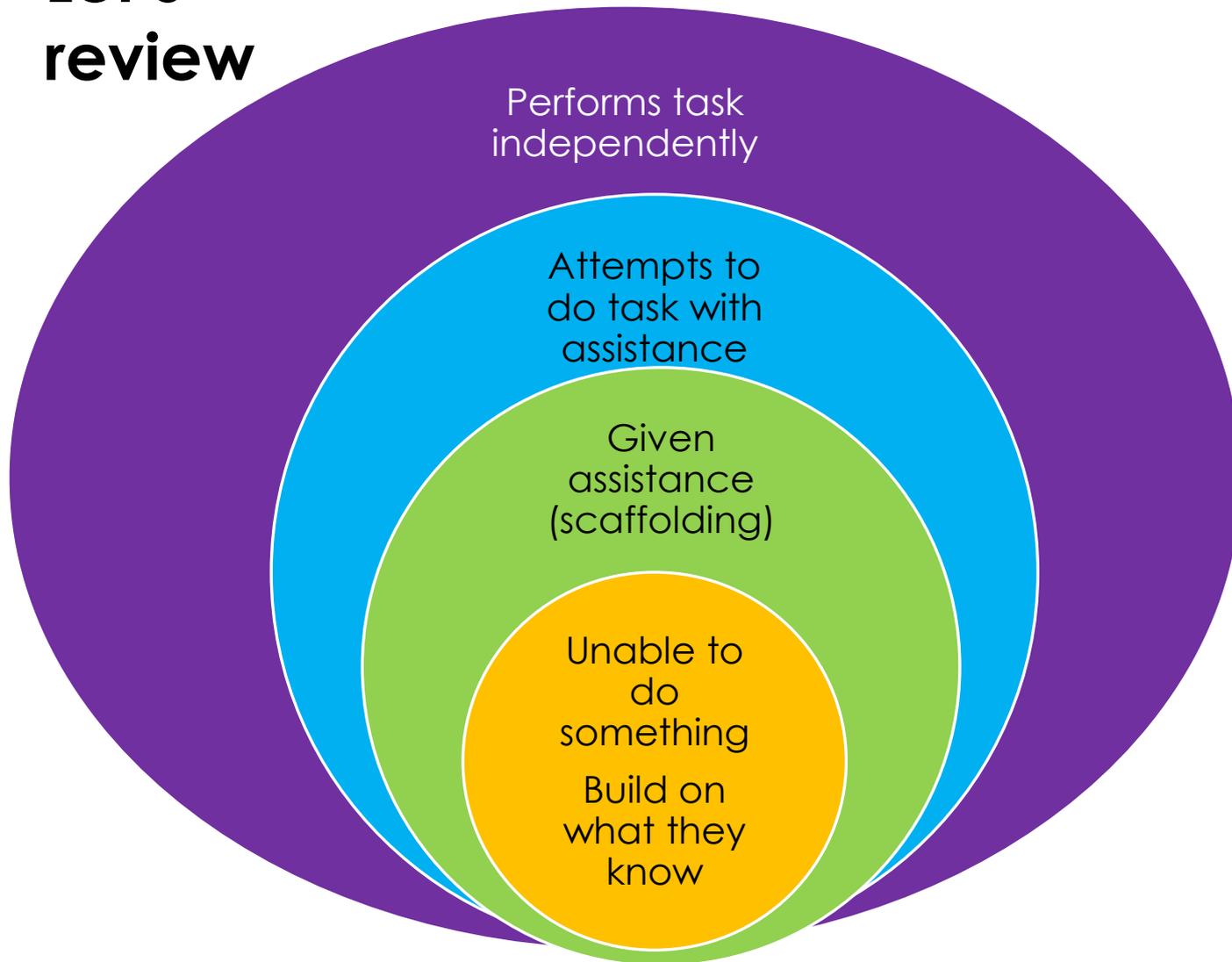


- More time consuming to individualize expectations and support
- Requires the faculty to be able to “let the students learn”
- Requires the faculty to give up control as the fading occurs
- Lack of specific examples that lend well to this type of instruction
- Harder to do online as it is harder to know what the students know and how they truly are progressing
- Requires close interaction
- Difficult for “helicopter age” students to work independently



"Wait! Wait! Listen to me! . . . We don't HAVE to be just sheep!"

Let's review



Questions for Further Study

- “Will more DNP graduates want to enter into nursing education if structured information is obtained in their advanced degree programs?”
- “Will more undergraduate nurses benefit having DNP/APN faculty in their clinical instruction?”
- “Will the shortage in nursing faculty be reduced if advanced practice nurses perceive themselves capable of taking a more active role in nursing education?”
- “Will scaffolding support help develop more confident independent thinkers in the nurse educators of the future?”



